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ABSTRACT

This report presents survey results addressing the reinvigoration and redefining of the union-academic connection in higher education. The survey's purpose was to provide illustrations of what is being done in this area and offer models for cooperative projects. The report is divided into five sections. Section 1 presents the quantitative data from the survey, organized by major categories of responses. Section 2 offers concrete examples to illustrate the range of labor/higher education cooperation, based on the categories listed in Section 1. Section 3 reports on what the state AFL (American Federation of Labor)/CIO (Congress of Industrial Organizations) presidents propose as new initiatives for cooperation between labor and higher education. Section 4 presents a series of model projects submitted by the state federation presidents as examples of the benefits of cooperation between the sectors. Section 5 is an analysis of the report along with recommendations for heightened labor/higher education collaboration. The appendices include several statements adopted by the Labor/Higher Education Council affecting the way campuses and labor organizations relate, along with a list of the responding state federations. (GLR)

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LABOR-CAMPUS COLLABORATION

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LABOR/HIGHER EDUCATION COUNCIL
AMERICAN COUNCIL ON EDUCATION AND THE AFL-CIO

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WORKING TOGETHER:

LABOR-CAMPUS COLLABORATION

REPORT FROM A NATIONAL SURVEY
JULY, 1991

LABOR/HIGHER EDUCATION COUNCIL
AMERICAN COUNCIL ON EDUCATION AND THE AFL-CIO

THE LABOR/HIGHER EDUCATION COUNCIL

The Labor/Higher Education Council brings together trade union leaders and college and university presidents and chancellors along with the CEOs of higher education associations to discuss issues of mutual concern. Leaders in the American Council on Education (ACE) and the AFL-CIO agreed in 1983 to found the Council as an institutional membership organization to further understanding and joint activities between these two major segments of American society.

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INTRODUCTION

Colleges and universities traditionally have taught about the American Labor Movement usually in the context of American social and institutional history, not always to the satisfaction of organized labor. Professors and other researchers have examined almost every aspect of American trade unionism, reporting their results in books, learned journals, and on panels at academic symposia. Seldom do their analyses find their way back into the labor movement.

Since World War II, state legislatures have authorized the establishment of labor study centers in their state universities, now numbering some 51 centers organized under the University and College Labor Education Association. These centers teach and research on labor history, union structure and management, labor/management relationships, labor law, and various tool subjects such as leadership training, collective bargaining and negotiation, and organizing. These course offerings can be degree or non-degree programs.

State AFL-CIO federations, affiliates of the international unions, and other labor organizations look to the labor study centers and to higher education generally for support in their ongoing work, be it teaching trade unionists or researching local issues of concern to labor. Similarly, colleges and universities have often called upon labor in various categories for advice, support, and tangible resources in cooperative projects.

Lane Kirkland, President of the AFL-CIO, captured the essence of the essential relationship between labor and higher education in June, 1989 remarks:

> *. . . .the real foundations of democracy are to be found not on pieces of paper, however hallowed, but in the vitality of popular democratic institutions, independent of government, and voicing the common aspirations of the people who created them.*

> *Trade unions are such institutions. So are universities . . . . Such institutions will have conflicting interests. Democracy rests on the effective expression of those interests as countervailing forces capable of achieving equilibrium through compromise, however raucously reached . . . .*
>
> *Universities need labor if they are not to be reduced, morally and intellectually, to elitist enclaves insulated from the needs and aspirations of ordinary people . . . . And labor needs you, to help refresh our thinking as we explore new ways of fulfilling our unending mission in a changing world . . . . to humanize economic and social life, and to provide the incentive and the means for every man and woman to rise to their full potential.*

Kirkland has provided a strong rationale for labor and higher education leadership to meet together under the auspices of organizations like the nine-year-old Labor/Higher Education Council. Still, there is a dearth of information about just what goes on between labor organizations and the campuses in the states, outside the work of the labor study and research centers.

We have found through the Council's annual meetings that labor and higher education often have differing missions, yet share common interests in education, research, and community service when they relate to workers, economic growth, support for education, and quality of community life. Over the years, labor organizations and colleges and universities have evolved strong working relationships in some states; in others, almost no dialogue exists between these sectors.

From the campus perspective, the relationship with labor has shifted over the years from the study of the labor movement to the study of industrial relations and human resource development. The increased focus on the employment relationship has meant less attention to organized labor's role in the community, the region, the state, and the nation--issues such as the changing structure of jobs, the influences of technology, the emerging mismatch between labor market requirements and college and university graduates, the political role of unions, union structure and governance, the role of the media and attitudes towards unions, and productivity and international competitiveness. These issues are influencing labor and higher education's future, and need fuller exploration with all our resources.

From labor's perspective, colleges and universities should see workers as students and labor unions as major and consistent supporters of higher education legislation. Labor would also be pleased if higher education occasionally enlisted labor leadership as advisors or collaborators on specific projects. Yet colleges and universities can also be a major source of research, information dissemination,

and human resources--all essentially underutilized by organized labor. As Ed McElroy, President of the Rhode Island AFL-CIO stated recently, *"Labor will always be supportive of higher education in Rhode Island, particularly in legislative matters, but labor doesn't know what to ask of higher education in return or where to ask it."*

Both labor and higher education understand more today what each can offer in support of their respective missions, and are exploring ways in many states on just what types of collaborations are possible. The Labor/Higher Education Council would like to encourage increased collaboration knowing that both higher education and labor, along with the communities they serve, will be the ultimate beneficiaries.

The Council was created to provide a forum for dialogue on issues of mutual concern and to reinvigorate and redefine the union-academic connection. Realizing that new ideas and growth are the lifeblood of any relationship, and that decisions on projects have to be made based on information, the Council conducted a national survey of state AFL-CIO federations. The results should provide illustrations of what others are doing, and offer models for cooperative projects.

ORGANIZATION OF THE REPORT

The Survey Report is divided into several sections. Section 1 presents the quantitative data from the survey, organized by major categories of responses.

Section 2 offers concrete examples to illustrate the range of labor/higher education cooperation, based on the categories listed in Section 1.

Section 3 reports on what the state AFL-CIO presidents propose as new initiatives for cooperation between labor and higher education.

Section 4 presents a series of model projects submitted by the state federation presidents as examples of the benefits of cooperation between the sectors.

Section 5 is an analysis of the report along with recommendations for heightened labor/higher education collaboration.

The Appendices include several statements adopted by the Labor/Higher Education Council affecting the way campuses and labor organizations relate, along with a list of the responding state federations.

"We are in support of the endeavors of the Labor/Higher Education Council, and would appreciate further information as the project develops."

Joe D. Gunn, President
Texas AFL-CIO

SECTION 1 THE SURVEY: WHAT IT REVEALS

In late 1989, the Council mailed the first of two survey documents to all state AFL-CIO federations as a first step in attempting to document the range of cooperative relationships and activities between labor and higher education. The follow-up questionnaire was sent in mid-1990.

Of the 50 surveys sent to the state federations, the Council received 28 responses (56 percent), a substantial return. The responses obviously do not represent the full extent of labor/higher education cooperation in these 28 states, yet they do demonstrate a range of collaborative activities and more importantly, point the way to increased cooperation in the future.

Table I indicates how the responses to the survey fall into certain categories, and provides a quantitative overview of the emphasis given to each category by the respondents.

Table I
SURVEY RESPONSES

	Activity (N=166)	Frequency	Percent
1.	Labor/Higher Education Cosponsorship of Activities and Projects	60	36
2.	State Labor Leaders as Advisors to Higher Education	33	20
3.	Labor Support for Higher Education Legislation and Budgets	26	15
4.	Labor Resources for Higher Education	25	15
5.	Higher Education Resources for Labor	10	6
6.	Joint Labor/Higher Education Research Projects	9	5
7.	Labor Awards for Higher Education	3	2

The following section is organized around these seven categories, with illustrations offered by the survey respondents.

SECTION 2 THE RANGE OF COOPERATIVE PROJECTS

The respondents offered numerous examples of projects associated with higher education, and some of the examples are offered here to illustrate the range of project activities.

1. LABOR/HIGHER EDUCATION COSPONSORSHIP OF ACTIVITIES AND PROJECTS

The most popular category of labor/higher education activities, eliciting 36 percent of the total responses, were those related to campus-based labor centers, degree programs and courses, conferences, and special projects such as literacy in the workplace and labor history projects.

Labor Studies Centers

The 51 labor studies centers on the nation's campuses come in many different forms with both credit and non-credit program offerings. Some offer degrees, others do research, some are for all students, some serve primarily organized labor, and some offer graduate degrees. All are connected in some way with organized labor in their states. Here are some examples from the responses:

- Institute for Labor Studies and Research--Rhode Island.
- Labor Studies Center--University of Maine (Also: Ottawa University, Arizona; West Virginia University; Ohio State University; University of Minnesota; and Metropolitan State University, Minneapolis).
- Rocky Mountain Labor School is cosponsored annually on a revolving basis by a university in one of the Rocky Mountain States, with the support and sponsorship of the Rocky Mountain States Federations of Labor.
- Labor Studies Bachelor's Degree Program--Rhode Island College.
- School for Workers Program--University of Wisconsin.
- University of Maine Summer School for Workers.
- MA Program in Labor and Industrial Relations--University of Rhode Island.

- Pennsylvania State University works with the State Department of Labor Studies to offer educational opportunities, conferences and institutes, publications, and consultative services for Pennsylvania's labor organizations and workers.

- In California, long-standing labor studies programs exist at the University of California (Berkeley and Los Angeles), the San Francisco Community College District, and at San Francisco State University, The programs offer a range of credit and non-credit courses and institutes.

"I'm pleased to report that our Federation for more than 40 years has worked closely with the California academic community. . . ."

John F. Henning
Executive Secretary-Treasurer
California Labor Federation, AFL-CIO

- The Harvard University Trade Union Program offers an intensive 10-week session to equip trade union leaders with skills to run modern trade unions as well as exploration of key issues facing labor today.

- The University of Massachusetts' College of Public and Community Service in Boston offers college-level studies for area trade unionists through its 10-year-old Labor Studies Program.

- On a three-state regional basis, the Union Leadership Academy creates continuing education experiences for union leaders in Pennsylvania (Pennsylvania State University), New Jersey (Rutgers, The State University of New Jersey and Essex County College), and West Virginia (West Virginia University).

"What can universities and labor do jointly to assure that the changing educational needs of workers are met?"

Charles O'Leary, President
Maine AFL-CIO

Curricula for Workers

Beyond the campus labor studies programs, a number of the state federations reporting listed courses for their leaders and rank-and-file members in cooperation with area colleges and universities. These included apprenticeship programs.

- Department of Neighborhood Studies--Cleveland State University (Four-year college studies on evenings and weekends for women and minorities).
- Ohio Apprenticeship/Journeymen Training Program.
- Utah community colleges' apprenticeship programs.
- Pennsylvania AFL-CIO's Labor Education Grant Programs--$200,000 in the state budget for labor education on Workers' Right-to-Know, Health Care Cost Containment, and Labor/Management Cooperation. Participating colleges and universities include Temple University, Pennsylvania State University, Indiana University, and Community College of Allegheny County.
- AFSCME Local 1350 puts 100 members annually in a nursing training program at the Community College of Rhode Island, in cooperation with the Rhode Island Department of Mental Health, Retardation, and Hospitals.
- Various locals sponsor college courses for members at the Community College of Rhode Island or Providence College.
- The New York State AFL-CIO reports extensive courses for union members in apprenticeship programs, literacy programs, and labor degree studies offered through such institutions as the City University of New York and the College of New Rochelle.

Conferences and Seminars on Local-State Issues

Well-covered and reported conferences and seminars have been one of labor's most formidable means for raising important issues in a state, and labor often has sought the cooperation of colleges and universities for personnel, facilities, and other forms of conference support. Some examples are:

- Alabama Governor's Annual Labor/Management Conference--in cooperation with the Alabama Department of Labor and the University of Alabama.

- University of Arizona's Labor/Management Conference--a four-day seminar for representatives of labor and management to define problems, issues, and mutual concerns.

- Alabama Governor's Safety and Health Annual Conference--in cooperation with the University of Alabama College of Continuing Education, and designed for employers, workers, and product manufacturers.

- Arizona State AFL-CIO and the University of Arizona are planning a Live Aid Conference for the Homeless.

- In Massachusetts, the State AFL-CIO in May, 1988 convened the "Educational Directions Conference" which brought 100 labor leaders, educators, and government officials together to discuss the relationship of higher education to Massachusetts working people.

- A November, 1988 Institute, sponsored by the Community College of Allegheny County's Philip Murray Institute of Labor Studies, the Tri-State Conference on Steel, and the Steel Valley Authority, explored ways to bring manufacturing to local communities. The Murray Institute has also sponsored recent conferences and symposia on "Problem Solving in the Workplace," "Issues for Working Women," and "Rx for Growth: Pennsylvania's Unemployment Compensation Reform."

- The Illinois State Federation of Labor convenes quarterly meetings of educational administrators from The University of Illinois, Southern Illinois University, Eastern Illinois University, Western Illinois University, and Illinois State University.

- The Washington State Labor Council, AFL-CIO cosponsored a major conference on "Labor in a Global Economy" in September, 1990. Cosponsors included the Oregon AFL-CIO, the British Columbia Federation of Labor, and Oregon University's Labor Education and Research Center.

- The California Labor Federation, AFL-CIO cosponsored with UCLA and the University of California Berkeley's Labor Centers a "Women-in-the-Workforce Conference" and another on "Health Care."

Literacy/GED Programs for Workers

Relatively new to labor organizations, the question of literacy education for workers is becoming more prominent, and several state federations are cooperating with local colleges and universities to meet this challenge:

- The Minnesota Adult Literacy Campaign--workplace literacy and basic skills.
- GED Program for union workers in Ohio--through local community colleges.
- Libby Workplace Literacy Project--Montana State AFL-CIO, in cooperation with the Lumber, Production and Industrial Workers (LPIW) Local 2581, Champion International, and Flathead Community College--will offer basic workplace literacy and skills upgrading for 400 LPIW union members at a sawmill undergoing technological reconstruction.

University Labor Chairs

In states where labor has substantial strength, state universities with a history of cooperation with labor organizations have established labor chairs to bring attention to labor's contributions and the campus-labor relationship:

- Oregon AFL-CIO and the University of Oregon cosponsor the Wayne Morse Chair at the University.
- National AFL-CIO and the University of Minnesota's Hubert H. Humphrey Institute established the Labor Policy Chair at the University.

Special Labor/Higher Education Programs

Labor organizations and higher education engage in a number of ad hoc programs that are difficult to classify, but which represent substantial collaboration between the sectors:

- Rhode Island Labor History Society at the University of Rhode Island--many locals and individuals belong, with the Society sponsoring forums, dinners, and displays/exhibits on labor history.

- Maine AFL-CIO and the University of Maine's Bureau of Labor Education created the Tri-State OSHA Project--education outreach on health and safety problems in the workplace.

- The Alliance Employee Resource Center (AERC) operates out of Northern Essex Community College in Haverhill, Massachusetts, in cooperation with the Communications Workers of America (CWA), AT&T, and the International Brotherhood of Electrical Workers (IBEW). AERC serves the personal growth and career aspirations of workers with career planning, testing, advising, and tuition assistance.

- The Pennsylvania State University's Department of Labor Studies and Industrial Relations, in cooperation with the Pennsylvania AFL-CIO and the Pennsylvania Department of Labor and Industry provides a pamphlet series on contemporary issues--"Labor-Management Cooperation to Contain Health-Care Costs," "Employer Alcohol and Drug Testing," "Retiree Health Benefits," and other health-related issues for workers.

- Minnesota AFL-CIO is a non-academic partner with 15 colleges and universities in the Minnesota Adult Learner Services Network (ALSN).

- Montana State AFL-CIO offers an internship program for a Montana State University political science major during the biennial legislative session.

- West Virginia Labor/Management Consortium--in cooperation with West Virginia University, West Liberty College, and Northern Community College.

Union/Higher Education Scholarship/Tuition Refund Programs

Some state AFL-CIO federations, along with specific international unions, provide scholarship aid for workers and their families. Another major source of aid is tuition refund, negotiated by several international unions such as the UAW with GM, Ford, and Chrysler, and CWA with the regional telephone companies. These initiatives, representing the investment of millions of dollars in negotiated benefits to enable workers to return to school, are truly collaborative with higher education when the campuses find ways to accommodate the returning students on their terms--with evening and weekend courses, counseling, adult student support services, and access to faculty, fellow students, and facilities and hours convenient to the students.

2. STATE LABOR LEADERS AS ADVISORS TO HIGHER EDUCATION

In many states, either the state federation president or other leading labor officials often serve on boards of regents for state university systems, as trustees for individual colleges, or as board members and advisors for statewide or institutionally-based labor/higher education programs.

State Labor Leaders on Higher Education Governance Boards

- Minnesota AFL-CIO Vice President serves on the University System Board.
- West Virginia Labor Federation representative serves on the Governing Board of the West Virginia University System.
- Wisconsin labor leaders serve on the Board of Regents for the University of Wisconsin.
- North Dakota IBEW President serves on the State Board of Higher Education.
- Ohio AFL-CIO is represented on the Boards of Cuyahoga Community College, Owens Technical College, and the Ohio Science and Technology Commission.
- New Hampshire AFL-CIO representative sits on the Board of Governors for New Hampshire Technical College.
- Wisconsin State AFL-CIO President serves on the Board of Visitors for the University of Wisconsin at Stout.
- Rhode Island AFL-CIO representative sits on the Rhode Island Board of Governors for Higher Education.
- The Michigan State AFL-CIO reports that labor leaders have been elected to the Governing Board of Wayne State University and appointed to the governing boards of Western Michigan University, Eastern Michigan University, Northern Michigan University, and Central Michigan University.

Labor Leaders as Advisors for Special Higher Education Projects

- Iowa Federation of Labor representative serves on the Advisory Committee for the University of Iowa Institute of Agricultural Medicine.
- Iowa Federation of Labor representative serves on the Advisory Committee for the Des Moines Area Community College and on the Advisory Committee for the University of Iowa Labor Center.
- Labor representatives serve as the Governor's appointees to the Montana Advisory Council on Vocational Education--under the Montana University System.
- New Hampshire AFL-CIO representative serves as board member of the New Hampshire Vocational Education Advisory Council.
- Oregon AFL-CIO officials and other labor organization representatives serve as advisors to the University of Oregon's Labor Education and Research Center.
- The President of the Ohio AFL-CIO is a member of the Ohio Thomas Edison Program--linking technology and enterprise in Ohio.
- State federation representatives serve on State Councils on Economic Education--Minnesota, North Dakota.
- Utah union leaders serve as advisors on higher education councils in three colleges.
- In California, the Executive Secretary-Treasurer of the California Labor Federation, AFL-CIO, serves on the governing body of the University of California's Institute of Industrial Relations, with staff members serving on the advisory committees for the University's two Labor Centers. Labor leaders also serve on numerous higher education committees.
- The president of the Michigan State AFL-CIO serves on the Governor's Commission on Jobs and Economic Development along with the presidents of the University of Michigan, Michigan State University, and Wayne State University.
- In Louisiana, staff members of the Louisiana AFL-CIO serve on the Board of the Louisiana Council for Economic Education, along with representatives of higher education.

Labor Leaders Advise on Curricular Matters

- Wisconsin State AFL-CIO's Education Director serves on the Education Committee of the Wisconsin Labor/Management Council--working with unions and professors on curriculum for workers.

- Wisconsin labor leaders serve on the Advisory Committee for the University of Wisconsin--Milwaukee's MA Program in Industrial Relations.

- The president of the Washington State Labor Council is by statute a member of the University of Washington's Department of Environmental Health Advisory Committee, and was elected chair of the Advisory Committee for the University of Washington's Department of Environmental Health. He is also on the Visiting Committee of the University of Washington's School of Occupational Medicine.

3. LABOR SUPPORT FOR HIGHER EDUCATION LEGISLATION AND BUDGETS

Almost all of the responses mentioned some form of labor support, usually through the state AFL-CIO federation, for legislation pertaining to higher education in the state legislature, particularly on budgetary matters. As one state federation president pointed out, *"Labor has long been a strong supporter of increased funding for higher education institutions, for increased student aid, and for development of university facilities. These are our family members going to school, these are our jobs when buildings are built, and labor will be there."*

Some examples are:

- Montana State AFL-CIO officials regularly appear at legislative hearings in support of the University System.

- The Pennsylvania AFL-CIO lobbied for and achieved passage of a $200,000 budget item for a statewide Labor Education Program on three issues: Right-to-Know, Health Care Cost Containment, and Labor/Management Cooperation.

- The Illinois State Federation of Labor works regularly with Illinois' state-supported universities when they are lobbying for their budgets in the state legislature.

- In Louisiana, the president reports that the State Federation lobbies for higher education bills that affect funding, retirement benefits, and programs mandated by the Legislature. The federation has a reputation for collaboration with higher education in these legislative matters and with convincing the Legislature to substantially increase funds for operations and much-needed salary increases.

4. LABOR RESOURCES FOR HIGHER EDUCATION

Labor is often called upon to provide labor personnel as lecturers and speakers for college programs, and materials and information about labor for classrooms and special projects.

- Arizona State AFL-CIO and Arizona State University are working to set up a Labor Research Center at Arizona State University West.

- Officers of the Illinois State Federation of Labor participate in "Career Days" for students at the University of Illinois to discuss careers in the labor movement.

- The president of the Louisiana AFL-CIO is Chair of the Louisiana Public Facilities Authority, and was able to secure funding in the amount of $10 million for the Pennington Research Center at Louisiana State University.

- Montana's Computerized Books for the Blind is assisted by the Montana State AFL-CIO' s employment and training programs, with labor helping to design the program and fund positions through On-the-Job-Training contracts. Labor is represented on the Board of Directors.

- State federations in Utah, Alabama, North Dakota, and Texas report providing labor leaders as college classroom lecturers.

- Montana State AFL-CIO's Executive Secretary is a guest lecturer at the University of Montana's Taft Seminars for Teachers.

- Arizona State AFL-CIO's Secretary-Treasurer speaks to Arizona State University classes on a regular basis.

- Arizona State AFL-CIO works with the leadership of Arizona State University's Young Democrats to provide information on union issues at three universities and several community colleges in the state.

- Texas AFL-CIO provides information to college professors from its video/ pamphlet library, including films and other educational materials from the labor movement.

- In Worksite Iowa, labor provides OSHA and Right-to-Know information and hazardous materials information to unions under a grant from the Kellogg Foundation and in cooperation with the Institute of Agricultural Medicine at the University of Iowa.

- The Michigan State AFL-CIO works to involve universities in projects to stimulate economic development, to reshape the teaching of math and science, and to assist countries like Poland where labor has a large stake in their future.

"We need to have a fair and balanced appraisal of the contributions of unions for university students."

James J. Wengert, President
Iowa Federation of Labor, AFL-CIO

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5. HIGHER EDUCATION RESOURCES FOR LABOR

More in the community service area than university-based research projects, the provision of higher education resources--people, materials, information, facilities--can be of great support to unions and their communities.

- The Montana University System, in cooperation with the Montana State AFL-CIO, conducts Lay-Off Survival Workshops, with professors brought in as resource and service providers in impending lay-off situations--assisted through the State Federation's Employment and Training Program.

- The California Labor Federation, AFL-CIO uses the Labor Centers at the University of California at Berkeley and at UCLA as job placement sources for persons seeking employment within the labor community.

- The California Labor Federation, AFL-CIO draws upon the graduate intern programs of the University of California at Berkeley and UCLA for needed research on specific projects. Students receive credit and are exposed to the state labor movement. E.g., student interns have recently studied the

minimum wage increase, Workers' Compensation Reform Legislation, and the development of policy statements for the State Federation's annual convention.

- The Michigan State AFL-CIO regularly hires work-study students from Michigan State University as interns in its legislative and political action programs.

6. JOINT LABOR/HIGHER EDUCATION RESEARCH PROJECTS

A relatively unexplored area, joint research projects on issues of mutual concern to labor and higher education can be beneficial to the unions, their members, their communities, and to the research/teaching/community service interests of the colleges and universities.

- Labor leaders serve as advisors to the Indiana University Project on Corporate Responsibility for the Effects of Technological Change--a study of the social dislocations and suffering caused by shifts to high tech production.

- The University of Alabama has done a study of the grievance handling process, exploring the issues, how they are linked to labor relations, and suggestions for union training for the Alabama AFL-CIO and the international unions in the state.

- In cooperation with the labor movement, Indiana University has studied the state tax structure and its impact on economic development. It has also examined shifting jobs and income and state policies to alter this situation.

- The faculty at Pennsylvania State University were asked by the Pennsylvania AFL-CIO to study the industrial relations climate in the state, cooperative labor/management relations, and how Quality of Work Life (QWL) programs are working.

- The Community College of Allegheny County's Philip Murray Institute of Labor Studies issued a report on "Labor-Management Cooperation" in late 1988 which it called a "readiness survey." The College cooperated with the Pennsylvania AFL-CIO in conducting the survey of both leaders and rank-and-file members in three international unions in Pennsylvania.

"Organized labor should make greater use of the university system for research into matters that affect organized labor and the workers we represent."

James W. Murry
Executive Secretary
Montana State AFL-CIO

7. LABOR AWARDS FOR HIGHER EDUCATION

Occasionally, labor sets up specific awards to show recognition to higher education institutions that have worked strongly with labor.

- Minnesota AFL-CIO and the Minnesota University System have created the Nellie Stone Johnson Scholarship for minority union members and children.
- Minnesota AFL-CIO established the Bernard Brommer Scholarship in the Labor Studies Program at Metropolitan State University.

SECTION 3 TOWARDS INCREASED COOPERATION: PROPOSED INITIATIVES

The survey questionnaire asked the state federation presidents to suggest ideas on what more the state federation and labor affiliates could be doing to further relationships between labor and colleges and universities in their state. The respondents offered 40 suggested initiatives, some of which are categorized and illustrated below.

1. COMMUNICATIONS

The Labor/Higher Education Council has initiated several state dialogues between labor leaders and higher education officials in Rhode Island, Ohio, Minnesota, and Tennessee, with several other states expressing interest in creating an informal discussion between the sectors. From the responses, here are a few comments:

- The Minnesota AFL-CIO wants to establish ongoing dialogues with university, college, and technical college systems pertaining to how each can better serve the other and work together in partnerships.

- The Utah State AFL-CIO advocates multiple ways by which labor and higher education can increase communications.

- In Arkansas, the Arkansas AFL-CIO calls for collaboration on a weekly labor public affairs radio program entitled "Looking at Labor," using university media production facilities. It also would like to see a labor public affairs TV program, "Arkansas Works," and production of a quarterly labor public affairs newsletter, "Arkansas Laborline" in cooperation with the university.

2. EFFECTIVE PARTNERSHIPS

The state federation presidents obviously want to increase their contact with higher education institutions in their states, calling for true partnerships on programs that will benefit both workers and the campus. Some examples were offered:

- The president of the Texas AFL-CIO believes there is a growing need to provide higher education learning facilities with curricula geared towards accreditation and licensure for special labor studies programs.

- The Montana State AFL-CIO wants the Montana labor movement and the University System to work towards establishing a labor studies center.

"We should demand that higher education do more than study ongoing problems. The system should do as much for people as it does for business. This can be accomplished through joint committees of labor/higher education and socially-conscious partnerships."

Charles C. Deppert, President
Indiana State AFL-CIO

- The Ohio AFL-CIO wants to create equal partnerships on Regional Centers through colleges and universities for high school graduates and other interested persons in strategic geographical areas that prove to be excellent organizing target areas.

- The president of the Louisiana AFL-CIO believes future projects for labor and higher education should be initiated at the national level by the Labor/Higher Education Council.

3. JOINT RESEARCH AND DEVELOPMENT PROJECTS

Perhaps the most overlooked area for cooperative projects between labor and higher education, the area of research and development, could prove to be one of the most fruitful. The state federations offered some examples of the types of research and development projects they believe labor and higher education could undertake jointly:

- The Iowa Federation of Labor, AFL-CIO would join labor with universities, management, and educators to evaluate educational programs, especially those for working adults, and make proposals for change. The Federation would also develop contacts with colleges and universities so that research they do can benefit workers.

- The Indiana State AFL-CIO calls for more projects that deal with our changing economic conditions and work to make these changes happen.

- Montana's Executive Secretary of the State AFL-CIO would use the University System for research information--working with the State Federation on projects such as economic studies, international affairs, and the changing work place.

- The Ohio AFL-CIO wants to conduct a survey on how well labor is represented in college and university libraries. The Federation would also encourage more college and university courses in union halls, including evening and weekend courses.

- The Arizona State AFL-CIO wants to set up a Labor Research Center at Arizona State University.

- In Rhode Island, the State Federation President would encourage joint sponsorship of special college courses for union members.

- The Maine AFL-CIO would like to create a joint labor/higher education program to explore the changing American work place and our economy. Universities and labor should be working jointly to assure that changing needs of workers are met through education.

- The Michigan State AFL-CIO wants to involve universities more in projects to stimulate economic development in the state.

- The New York State AFL-CIO is developing a survey to ascertain the number of colleges and universities working with Central Labor Councils and affiliates.

- In Iowa, the Federation would like to see courses with fairer and more balanced appraisals of the contributions of unions, designed for university students.

4. LABOR'S ADVISORY CAPACITY TO HIGHER EDUCATION

Based on the Labor/Higher Education Council's recently-issued statement on Labor Participation in Higher Education Governance, some of the state federations called for more labor participation in their states:

- The Pennsylvania AFL-CIO would create more advisory committees with labor representation at colleges and universities.

- The Rhode Island AFL-CIO would increase labor participation on advisory boards for the state's colleges and universities.

- The Ohio AFL-CIO is promoting the appointment of a labor representative on all boards of trustees, especially in the technical colleges.

5. PROMOTION OF HIGHER EDUCATION PROGRAMS TO UNION MEMBERS

Several respondents mentioned the need for higher education institutions to promote more heavily labor studies and college-related programs to labor union members.

6. FUNDING AND LEGISLATIVE SUPPORT

Respondents advocated continued and increased support for higher education legislation and budgets, particularly when they affect workers:

- The Utah State AFL-CIO wants to work closely with the State Legislature to increase legislative support and budgets for higher education.

- The Texas AFL-CIO wishes to establish a scholarship program for the University's Labor Studies Program.

- The President of the North Dakota AFL-CIO says he needs time, money, and staff to work on a continuing basis with North Dakota's 11 colleges and universities.

- The Pennsylvania AFL-CIO wants to increase funding for labor education throughout the state.

"As our labor movement grows in North Dakota, we hope to do more with our colleges and universities."

David Kemnitz, President
North Dakota AFL-CIO

SECTION 4 MODEL COOPERATIVE PROJECTS

Some of the respondents sent along substantial documentation with their returned survey questionnaires. We have selected several of these projects, all demonstrating an intensive relationship between labor and higher education, as model cooperative projects. They can be emulated elsewhere, and can be used to illustrate some of the dimensions and the benefits of cooperation between these major sectors.

MINNESOTA'S ADULT LEARNER SERVICES NETWORK (ALSN)

Under a $570,000 grant from the Kellogg Foundation, the Minnesota AFL-CIO, in cooperation with 17 Minnesota colleges and universities led by Metropolitan State University, established a network to: (1) encourage the development of adult learner services (counseling, planning courses, assessment of prior learning, flexible course offerings) in Minnesota's colleges and universities; and (2) inform non-academic organizations and individual adult workers of the availability of these services.

The ALSN carries out its mission through coordination between the academic institutions and the non-academic organizations participating in the Network, the provision of academic services and training of faculty to serve adult students, encouragement of credit for prior learning experience for adults returning to school, the development of curricula and handbooks in the areas of career planning, an information and referral service with an "800" number, promotional materials including brochures and videos, and workshops for Network partners.

The "hook" for the ALSN is the assessment for prior learning, and even though some of the ALSN's academic partners have had difficulty with the concept, the ALSN has survived and currently serves hundreds of adult workers annually wishing to return to school. ALSN organizers are in the throes of seeking out additional funding to continue the Network, but they believe the pattern has been laid among the participating colleges and universities to find ways to encourage adults to return to school--on their terms.

BELLSOUTH-CWA COLLABORATION IN THE "RETURN TO LEARN" WORKSHOP

With Florida Community College as the coordinating institution, and with a network of community colleges in nine states assisting, BellSouth and the CWA created the "Return to Learn" Workshop to prepare all employees for the future. Based on the premise that lifelong learning is a need that is here to stay, the workshop is designed to assist employees with the transition to educational environments.

Trainers from each of the participating community colleges work with BellSouth and CWA in local areas and regions. They create the workshop, provide employees with an overview of the future work place and work force needs, and advice on returning to school and assistance available to the workers.

The Return to Learn Workshop represents a partnership among business, labor, and higher education which holds promise of benefitting all three sectors along with the participating workers. It also means that the involved communities are thinking of their future, the type of work force that will be necessary to meet the demands of the new, more skilled work place, and the continuing education needs of workers.

The workshop includes sessions on Trends in the World of Work and Trends in Learning, including continuing education. It stresses skill acquisition (e.g., note-taking, test-taking), along with exercises to enable workers to set priorities and adapt to the college environment. Finally, workers prepare personal action plans and meet with representatives from local colleges and universities to begin the process of returning to school. As one community college administrator put it, *"The most exciting part is that business, the union, and education are all working together to serve people."*

SAVING JOBS THROUGH EDUCATION: A STEELWORKERS CASE STUDY

Dresser Rand, the largest employer in Olean, New York, was facing a depressed global oil market, old machinery, and an outmoded assembly line. The company was considering closing its Olean Division affecting nearly 1,000 employees. At this point, Dresser Rand and United Steelworkers approached Jamestown Community College's Cattaraugus County Campus with an idea for reeducating and retraining the workers.

When the New York State Department of Economic Development offered a $500,000 grant for employee retraining as an incentive for Dresser Rand to remain in Olean, JCC did not want to wait and secured its own $540,000 in state and regional grants for the initial stage. JCC trained and developed trainers, many coming from the ranks of the United Steelworkers.

From the education and training project, employment rose from 900 at Dresser Rand to a present level of 1,600 at the Olean plant, thereby increasing employment in the area. Further, three other divisions of Dresser Rand have remained in the region of Southwestern New York, retaining 4,100 employees. The training program has been replicated so that systems of educational and training service can be delivered across county lines, thus broadening the scope and impact of economic development in this predominantly rural area of New York State.

DISTRICT COUNCIL 37 (AFSCME) AND THE COLLEGE OF NEW ROCHELLE: WORKERS AS PARTNERS IN LEARNING

District Council 37 in New York City includes 59 local unions affiliated with the American Federation of State, County, and Municipal Employees (AFSCME) and covers 115,000 members. From its inception, DC 37 has been interested in worker education, and has developed education and training programs for some 20,000 members every year (preparation for civil service exams, GED, college prep, skill training, health and safety, shop steward training, and courses for retirees).

The centerpiece of DC 37's educational program is the DC 37 campus of the College of New Rochelle, the first and only union-operated college in America. Over 1,000 DC 37 members have earned their BA degrees while working full-time through the College's School of New Resources. The College also has a special degree program for retirees and a BA program for Family Service Para-professionals.

The School of New Resources has been praised for its innovation in teaching adults. Campuses have been created where students live, with six branch campuses including one at DC 37's Manhattan headquarters, the first of the College's off-campus centers. Focusing on the adult student has saved the College, and encouraging informal seminars and foregoing standard lectures has helped to attract the working student. The union member students are considered "partners in learning," according to one professor. Most enroll to learn new job skills or to gain credits needed for a promotion.

Some retrain for new, higher skill positions. All want a second chance at education.

Each campus has its own adult support services as well, including a library and financial aid counselors available in the evening. The College claims that 52 percent of the graduates from the New Rochelle School of Resources go on to graduate school. The DC 37 campus thus offers its union members a range of academic options, on their turf and on their terms.

THE ALLIANCE EMPLOYEE RESOURCE CENTER (AERC)

AERC, based at Northern Essex Community College in Haverhill, Massachusetts, is a joint effort of AT&T, CWA, and the Massachusetts Department of Employment and Training. It also enlists the aid of area colleges and universities in offering worker educational assistance.

The Alliance conducts career planning workshops, provides courses and outreach for workers, offers services to AT&T workers laid off from the firm's plants, and other adult services. Several hundred employees sign up for each course series (e.g., "Career Planning," "Learning for Living," "Principles of Material Management," "Technical Math").

The Alliance also publishes Connections, a newspaper put together by employees, conducts an Employee College Fair with representation from colleges and universities throughout the area, and holds some regionwide conferences and seminars.

The Alliance has been successful in bringing CWA employees from AT&T together with area colleges and universities, particularly in preparing active employees for alternative employment in AT&T and elsewhere. Students are encouraged to take charge of managing change in their own lives, supported by the resources the Alliance is able to bring together. The program is free and open to all CWA represented workers.

HIGHER EDUCATION WORKS WITH UNIONS ON ESOPS: KENT STATE'S "OHIO'S EMPLOYEE-OWNED NETWORK"

Since 1987, the Northeast Ohio Employee Ownership Center (NOEOC) has been providing information, outreach, training, and assistance to trade unions and workers interested in employee ownership. Under original

funding from the Ohio Department of Development, the Cleveland Foundation, and the Gund Foundation, NOEOC sees employee ownership as a long-term strategy for economic development and as a means of job creation and retention.

The Center carries out its mission through workshops and public education programs on ESOPs, finding legal/technical advice for unions and workers in a buyout, performing pre-feasibility assessments, providing in-plant training on employee ownership, and facilitating cooperation among employee-owned firms.

The Center, to carry out its work and help coordinate the various groups of employees in buyout situations, and to build a "corporate culture of ownership" for employees, created Ohio's Employee-Owned Network. The Network enables employee owners to come together to find answers to problems they have in common and to share experiences. The Network conducts forums, encourages cooperation among employee-owned companies, holds retreats for employee-owner leadership, trains employees for leadership positions, and holds "CEO Roundtables."

With 275 employee-owned businesses in Ohio, and more forming all the time, the NOEOC believes employee ownership represents an important tool for unions and workers in securing local ownership, maintaining and creating jobs, and anchoring healthy businesses in local communities.

NORTHWESTERN BELL/CWA IN COOPERATION WITH METROPOLITAN COMMUNITY COLLEGE FOR WORKER CONTINUING EDUCATION

Metropolitan Community College in Omaha, Nebraska created a partnership with Northwestern Bell and the CWA to provide career assessment and counseling services for CWA members in a five-state area served by Northwestern Bell. The program is part of an agreement CWA forged with AT&T which stipulated that each AT&T system was to implement some form of retraining for all employees not in management. Facing drastic cuts in employment, CWA and Northwestern Bell work with Metropolitan and area colleges to assist workers facing potential displacement.

Designed by MCC, the comprehensive program offers counseling, advising, and educational services. The services of the area colleges, mostly community colleges, are tailored to the needs of Northwestern Bell employees in Nebraska, Iowa, Minnesota, North Dakota, and South Dakota.

Counseling services have been provided to 3,475 employees and another 1,520 employees have taken at least one college-level course through the project.

Northwestern Bell pays for assessment and counseling, and an employee enrolled in a college-level class receives tuition paid up front by the company with reimbursement for books after the course is completed. Even employees not facing displacement are eligible as both CWA and the company believe education can lead to more employable workers and more productive careers.

MASSACHUSETTS AFL-CIO'S EDUCATION DIRECTIONS PROGRAM

The Massachusetts AFL-CIO convened the Education Directions Conference in May, 1988 with the assistance of the Massachusetts Secretary of Labor. More than 100 union members, educators, and government officials gathered for discussion and debate about the relationship of education to working people in Massachusetts. The result was an overall education strategy for organized labor in Massachusetts, the appointment of labor leaders to college and university governing boards throughout the state, the introduction of labor history into the curricula, increased attention to worker continuing education, and a new network of committed individuals from the three sectors to further the educational goals of labor in the state.

Some of the major recommendations for action which are now being implemented include: a strategic plan for worker continuing education across the state, a listing of higher education resources available to working people in Massachusetts, seeking out sources of funding for the work of the Massachusetts AFL-CIO's Education Department, establishing a labor center at the University of Massachusetts-Boston, convening meetings of labor representatives sitting on Private Industry Councils and college and university boards of trustees, establishing educational liaisons in every local union in the state, building a relationship with the literacy community to work on the problem of work place illiteracy, and fostering the teaching of labor's issues and labor's history in the schools throughout the state.

The Massachusetts AFL-CIO believes the Education Directions Conference to be an important milestone in raising higher education's consciousness about the educational needs of working people in the state. The Federation is still working to implement all the recommendations, but believes important progress has been made towards these goals.

SECTION 5 SURVEY ANALYSIS AND RECOMMENDATIONS

This survey report of the state AFL-CIO federations on their relationships with the campuses in their states represents a first step by the Labor/Higher Education Council to document some of the extensive activities at the state level between labor and colleges and universities. Much more research is needed so that good projects and ideas can be communicated to others for the benefit of labor, higher education, and the communities and people they serve.

Obviously, much more is going on between labor and higher education than we have been able to document in this survey, yet this type of survey and the communication of the results can serve as a catalyst for state federations, local unions, and college and university officials to assess their programs and determine what more they could be doing. It is anticipated that the Council could serve as an informal clearinghouse for these activities.

The survey shows strong interest on the part of labor in establishing productive relationships with their colleges and universities, and we assume that the interest on the part of higher education is equally strong. The projects listed in the report demonstrate the potential for this type of collaboration.

The report was not designed to be exhaustive, but to illustrate what seems to work, and the results surprised us as there is substantially more activity at all levels than we had surmised.

The Labor Study Centers

Almost every state has one or more labor studies centers, usually based at the state university. Where there is no labor studies center in a state, the creation of such a center for education and research on labor affairs would be an important first step for cooperation. In states like Pennsylvania and Massachusetts, the State Department of Labor has taken an active role in creating opportunities for dialogue and activities between the sectors, often through the labor studies centers.

The Labor Studies Centers reported in this document differ in their missions, some offering both credit and non-credit programs, others just the non-credit offerings. Some reach out to labor leaders, others to both leaders and rank-and-file members. Because of their direct relationships with organized labor, the labor studies centers remain a useful point of contact between the campus and labor.

The Returning Worker Student

More and more colleges and universities are demonstrating interest in assisting workers to return to their education, and are creating mechanisms to facilitate their return. From the survey, some of these mechanisms include adult counseling, financial aid, career planning, libraries and bookstores open in the evenings and weekends, evening and weekend classes, and faculty and staff trained to work with adult students. According to the College Board, 6 million adults (over 25) are enrolling in college--45 percent of all undergraduate and graduate students, with one-half studying full time and 60 percent pursuing degrees. Many of these students are workers, and colleges and universities, in cooperation with organized labor, should make every effort to increase this number--for individual personal growth and for economic productivity.

Labor Participation in Higher Education Governance

College and university administrations and faculty often overlook or write off labor as a partner, or pay lip service to working with labor on a regular cooperative basis. This condition obviously differs from state to state, but one area where labor's views could be sought out is the presence of labor leaders on higher education boards of governance.

Both labor and higher education officials attending the Labor/Higher Education Council's 1990 Annual Meeting in Boston approved a statement on labor participation in higher education governance, providing a strong rationale for their presence and how higher education could benefit therefrom.

From the survey results, it is clear that there are many ways labor can assist higher education in an advisory capacity, with labor leaders serving on a range of joint committees with higher education departments and schools, participating in areas such as economic development and environmental protection are labor has a substantial interest.

Labor Support for Higher Education

It goes without saying that labor is a major supporter of higher education, state-by-state, and it is obvious that this support will continue with or without state dialogues and cooperation on other fronts. It simply is in labor's interest and meets labor's philosophy about working people and

their families for labor to promote legislative and budgetary support for all levels of education.

The Range of Opportunities for Labor/Higher Education Cooperation

The survey documents a range of cooperative projects, many in the form of the expected conferences and seminars to raise issues of economic development, labor/management relations, health and safety, new work place/work force requirements, and the role of women and minorities in the work force. Universities and colleges seem eager to cooperate with labor in these types of forums, especially where academic resources are involved.

One exceptional meeting worth noting and duplicating occurred in Massachusetts when the Massachusetts AFL-CIO, in cooperation with higher education and state government, brought over 100 state leaders together to decide future directions for education in the state. Other projects, such as the Northern Essex Community College's Alliance and the Minnesota Adult Learner Services Network are examples of new frontiers for cooperation--with deep concerns for displaced workers, community economic development, and upgrading and retraining of the work force through continuing education.

More can probably be done on higher education's part to enlist labor's resources and aid for campus-based activities, especially in the area of providing labor leaders as lecturers and adjunct faculty, and, as in the case of Louisiana, enlisting labor's aid in obtaining sizeable and targeted legislative support for specific campus projects.

For its part, labor could make more use of higher education's resources for research projects (e.g., plant closings and economic decline), for interns who would be exposed to the labor movement and to labor's research interests, for use of facilities, and for faculty/staff interested in working with labor on both credit and non-credit programs of interest to labor leaders and rank-and-file members.

But it is in the area of joint research projects, with cooperation from both sides, where much more needs to be done. Both labor and higher education are part of the social contract, both are concerned with the economic well-being of their communities, both are involved with the cultural and social life of the community and with its quality of life, and both have a stake in the idea of the civic culture and increasing civic responsibility among the citizenry.

Even when they differ, even when labor is weak in a state or local area, the stakes for both labor and higher education are high, especially in difficult economic times, and they can both benefit from the products of well-conceived research projects on issues affecting the community, the state, and the nation. Some of these types of research projects are documented in this report.

RECOMMENDATIONS

From the text and the foregoing analysis, several recommendations emerge:

1. State Dialogues

Labor leaders and higher education officials in the states should find ways to initiate informal state dialogues on areas of mutual concern, perhaps using this survey report as a springboard for discussion.

2. Increased Communications

Labor and higher education should find ways to increase communications between the sectors, through periodic meetings, joint projects, and systematic exchange of information and statistics. Other means might include exchange of faculty, increased use of interns, and visiting lectureships.

3. Joint Research Projects

After an assessment of research needs in the community and in the state, and in the labor movement itself, universities and colleges should consider developing a research agenda with labor as a full partner which would point the way to alternatives for action on pressing issues.

4. Higher Education Curricula

Full recognition of adult students' and workers' educational needs is essential for personal growth, family life, and economic productivity and development, and colleges and universities and the labor movement should encourage union members to return to the classroom.

Universities and colleges should consider working with employers and unions in their states, similar to the AT&T/CWA programs listed in this report, to provide worker counseling, career planning, study skills, information about financial aid, worker-oriented facilities and services (libraries,

bookstores, student unions open for the working adult), and faculty/staff trained in working with adult students.

Not all colleges can emulate the College of New Rochelle's relationship with District Council 37 in New York, but great strides can be made to better communicate higher education's resources for adult working students and to better accommodate the worker as student who makes an effort to return to the campus.

5. **Cooperation for Economic Development and Growth**

In this period when state budgets are soaring, when the problems of our cities are becoming more exacerbated, when public services are in decline along with our quality of life, and when taxpayers are in revolt, both higher education and labor have an enormous responsibility and joint stake in finding alternatives to our public dilemmas.

Obviously scholars in the academy are studying and writing about these issues, preparing articles and reports, holding seminars, and communicating their findings to their students. Labor does not have these kinds of resources for research and study. But labor can bring resources for raising issues and finding alternative solutions, and for generating the political will to carry out new policies.

Through cooperation, both labor and higher education can make a stronger contribution to their communities, state, and nation. Perhaps this survey report will serve as an impetus to forge this new relationship.

APPENDICES

LABOR PARTICIPATION IN HIGHER EDUCATION GOVERNANCE

STATEMENT ON COLLECTIVE BARGAINING

STATEMENT ON AID FOR EDUCATION FOR ADULTS

STATE AFL-CIO FEDERATIONS RESPONDING TO THE SURVEY

LABOR/HIGHER EDUCATION COUNCIL

AMERICAN COUNCIL ON EDUCATION AND THE AFL-CIO

ROBERT H. ATWELL
President, ACE

LANE KIRKLAND
President, AFL-CIO

THOMAS R. DONAHUE
Secretary-Treasurer, AFL-CIO

LABOR PARTICIPATION IN HIGHER EDUCATION GOVERNANCE

(Adopted November 29, 1990, Boston, Masschusetts)

While the Council appreciates that a board of trustees in an academic institution should not reflect prescribed representation of groups, given the responsibility of its members to serve the best interests of society and the institution as a whole, it urges nominating and appointing authorities to consider the leaders of organized labor for election or appointment to the boards of higher education. The Council acknowledges unions as a partner in the social contract that help to shape our society. The Council fervently believes that the leaders of organized labor bring considerable resources, talent, and knowledge deeply rooted in the community that can be immensely helpful to boards that seek to be well balanced in their composition and expertise. These resources and attributes include representation of thousands of workers and their families interested in continuing their education, a strong sense of civic responsibility and knowledge and skills in all areas of concern to boards including labor-management relations and negotiating skills, experience in building and construction, expertise in sound personnel policies and practices, strong constituent relations, knowledge of organizational and financial management, access to private sources of support, marketing and public relations skills, and many of the same skills reflected in the business and corporate sector of trustees.

The Council believes that governors and legislatures often miss opportunities to use talent and expertise in organized labor in their appointments to boards in the public sector of higher education. In the independent sector, nominating committees of self-perpetuating boards often do likewise.

The Council recognizes that more than one-third of all trustees and regents nationally are from the business and corporate sector of our society even though institutional policies or state law appropriately avoid requiring such representation by quota or other prescribed "representation." Rather, so many dedicated corporate executives are trustees by virtue of the skills, talents, and access to private sources of grants and gifts that can be immensely helpful to a college or university board and its management.

At the same time, labor leaders share many of these same attributes along with a deep concern and support for higher education, recognition of human dignity for workers, exemplary records of labor-management relations, encouragement of continuing education for their members, and joint labor-campus collaborative projects which can be helpful to boards and their institutions.

The Council urges, therefore, that greater consideration be given to the active recruitment of leaders in organized labor for trusteeships at the local, state, regional, and national levels.

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STATEMENT ON COLLECTIVE BARGAINING

(Adopted December 11, 1987, San Francisco, California)

At the turn of the Century, Samuel Gompers stated the goals of organized labor in America. *"We want more houses,"* he said, *"and less jails; more books and less arsenals; more learning and less vice."*

On another occasion he observed: *"The luxuries of the past have become the necessities of today, and all mankind agrees that in order that the workers may be counted upon to continue their labor, the necessities of life must be assured them. It follows therefore, that to make the luxuries of today the necessities of life for the morrow -- to continuously raise the standards of life of the workers -- is in the highest degree sound economy."*

When Gompers wrote these passages, the opportunity to benefit from a higher education was, indeed, a luxury few workers could afford for either themselves or their children. The situation is vastly different today. In large and increasing numbers, workers and their families are achieving access to the nation's universities and colleges. Because of their experiences, higher education is no longer regarded by American society as a dispensable luxury but rather as a vital necessity.

Many forces played a part in this change. Among them is the American labor movement and its ever constant insistence that a quality education must be accessible to all who could benefit from it. Time and again labor demonstrated its commitment through its efforts in behalf of state and federal support of higher education, student assistance programs, negotiated tuition reimbursement plans and other projects and programs that strengthen the nation's education system.

Labor's greatest contribution to education and, indeed, to the improvement of the quality of life for all Americans is through its role as an essential party in collective bargaining. Throughout the world, the American experience with collective bargaining has been hailed as a means of insuring the fair and equitable distribution of the nation's wealth and a way to forging constructive relationships between employees and their employing institutions. International conventions and resolutions favor the development of collective bargaining and the free unions which make the process possible.

Cognizant of the important role which collective bargaining and unions have played in the improvement of the conditions of work and the quality of our society, the Labor/Higher Education Council affirms that the process of collective bargaining can make a positive contribution to the life of the college and university community as it has in the society at large and should develop free and unhindered to achieve its fullest potential.

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STATEMENT ON AID FOR EDUCATION FOR ADULTS

(Adopted December 11, 1987, San Francisco, California)

A Call for Legislative Action

Disadvantaged and working adults in ever-increasing numbers are seeking a college education to make a better life for themselves and their families. This positive movement has been supported by a number of national programs, but there also remain barriers in federal policy which prevent thousands of needy adults from reaching their full educational potential.

The members of the Labor/Higher Education Council -- consisting of representatives of organized labor, educational associations, and colleges and universities around the country -- call upon the United States Congress to take action to encourage education for upward mobility. A three-point program is proposed.

Point One: The Council calls for prompt funding and implementation of the provisions of the 1986 Higher Education Reauthorization Act opening financial aid opportunities to part-time college students. Most working men and women in college attend on a part-time basis. The new provisions, if funded, will assure that workers who demonstrate financial need have a fair chance to receive assistance. Appropriations must be sufficient to:

- Extend eligibility to all part-time students for Pell Grants and campus-based aid programs;
- Raise student aid benefit levels so as to properly take into account the travel and living costs of commuter students; and
- Provide for the establishment of campus day care centers.

Point Two: The Council calls for permanent reauthorization of Section 127 of the Tax Code, which will expire on December 31, 1987. This provision assures that workers do not have to report as personal income any employer-paid educational benefits they receive to attend college.

Point Three: The Council calls for revision of the nation's welfare and unemployment laws so as to permit full participation in higher education. Under federal and state policies today, unemployment or welfare benefits may be routinely terminated to individuals who try to get a college education, on the dubious grounds that such individuals will leave the federal support rolls more quickly if they accept short-term training or take a low-level job instead.

It would be difficult to imagine a more shortsighted policy in a society in which higher education offers the surest road to genuine, lasting self-sufficiency. A federal mandate is needed to assure that participation in a full college program is an acceptable training alternative for welfare or unemployment recipients.

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STATE AFL-CIO FEDERATIONS RESPONDING TO THE SURVEY

The following State AFL-CIO federations responded to the survey questionnaire:

Alabama AFL-CIO

Arizona State AFL-CIO

Arkansas AFL-CIO

California Labor Federation, AFL-CIO

Florida AFL-CIO

Illinois State Federation of Labor and Congress of Industrial Organizations

Indiana State AFL-CIO

Iowa Federation of Labor, AFL-CIO

Louisiana AFL-CIO

Maine AFL-CIO

Massachusetts AFL-CIO

Michigan State AFL-CIO

Minnesota AFL-CIO

Montana State AFL-CIO

Nebraska State AFL-CIO

New Hampshire AFL-CIO

New York State AFL-CIO

North Carolina State AFL-CIO

North Dakota AFL-CIO

Ohio AFL-CIO

Oregon AFL-CIO

Pennsylvania AFL-CIO

Rhode Island AFL-CIO

Texas AFL-CIO

Utah State AFL-CIO

Washington State Labor Council, AFL-CIO

West Virginia Labor Federation, AFL-CIO

Wisconsin State AFL-CIO

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